



UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. XV.

ST. LOUIS, DEC., 1892.

No. 12.

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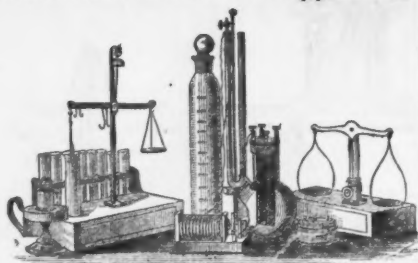
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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

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ST. LOUIS, DEC., 1882

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THE STATES.

THEY have such a magnificent cotton crop in

TEXAS

that they have not yet been able to gather it. No hard times there.

ILLINOIS

has so large a crop of corn that great quantities of it yet stand in the fields. No hard times in Illinois.

The wheat crop of

IOWA

is the largest ever known. That State is certainly able to educate all her children, and increase the wages of every one of her efficient teachers.

Over 400,000 people have gone into

TENNESSEE,

with their industry, and wit, and wisdom and wants, within the past year. They till her soil, they develop her mines, they cut her timber, consume her products; but produce *ten times* as much as they consume. Just in proportion as Tennessee educates her children, just in that proportion she grows prosperous and rich. Is Tennessee doing all that this new day and age demand in this direction?

MISSISSIPPI

has taken a step in the right direction in opening her State University to the girls as well as the boys of the State. Mississippi needs a very much better school system in order to have in every town and city a feeder to this institution, and a place at home to educate her citizens. Columbus, and a number of other places, have demonstrated what a helpful, wise school system will do for the people.

ARKANSAS

will not drop behind. Hon. Wade E. Thompson, the successor of the lamented Denton, a graduate of the

State University of Mississippi, at Oxford, is already in the harness, alert, active, anxious to avail himself of the new and best methods—searching already all sources of information, and applying himself so as to be able to cope intelligently with any and all questions which may arise, and give them a practical solution. A friend has kindly furnished us a resume of his career as an educator, for which we shall try and find room in our next issue.

LOUISIANA,

with the "Gould Southwestern System" penetrating to its heart, and branching out through all its length and breadth, will have things let in and things let out, too, so that good schools will be needed and established all over the State. Those already in operation, both private and public, are doing a good work.

MISSOURI,

with its more than 70,000 Democratic majority, ought now to take a new "boom" in all right directions. We ought to have a better school law—longer terms of school—better wages paid to teachers—\$100,000 appropriated to enlarge and improve the State University. Then we shall be able to secure a President who shall be known outside of Boone county, for something beside accusing the Legislature of being "buffoons," and guilty of "brawling and rampant ignorance!"

THERE are a score or more of high schools in Missouri that do better work and more of it than Dr. Laws is doing at the State University at Columbia.

Take the high school at Springfield as an example, or at St. Joseph, or at Salem, or Hannibal, or Kansas City, or Mexico, or Boonville. Any one of them are superior to the State University in giving a practical education for every day life, under its present imbecile management.

These schools do not go begging

the Legislature every session for \$100,000, either.

Another important point. The youth in these schools are being trained into citizenship and obedience to law, and are not being *corrupted*, as they are by Dr. Laws at the State University.

THE prospects for a reduction of letter postage to two cents are quite favorable.

The House Committee on Postoffices and Post-roads unanimously adopted the report of Chairman Bingham in favor of the passage of Representative Anderson of Kansas' bill, reducing letter postage to two cents per half ounce, to take effect January 1, 1884.

It ought to be done.

WE beg the "journals of the State" not to "persistently hound the Curators or make unjustifiable assaults on President Laws" any more—it wounds the feelings of the editor of the "organ" to have this thing done. Just state the facts of the case, as we do, in a mild, plain way—that will be sufficient!

PROF. CARL VINCENT has consummated all the plans for a grand meeting of the teachers and friends of education to be held at Fulton, Mo., Dec. 27, 28, and 29th. The City Hall and reduced rates of fare on the rail-roads have been secured and a full programme of exercises, discussions of practical and vital topics of interest to all. Send early for a programme and be sure and go if at all practicable. We do not want to spoil a strong and most excellent and varied programme by printing a part of it, so we advise you to send to Prof. Carl Vincent, at Fulton, and secure one.

Ignorance has an awful grasp on a great multitude of voters in this country. We are menaced with danger by this mass of illiteracy.

EDUCATIONAL PROGRESS.

THAT document from General Eaton, United States Commissioner of Education, the more we examine it the more valuable and interesting it becomes. Did you write to your Senators or members of Congress for a copy yet? If not, we advise you to do so at once. We get a sort of summary not only for one year, but for ten years, and it is this feature which adds so much to the value of the report. It is the far-sighted person who wins success. Here has been ten years of steady progress in the right direction.

Our three hundred thousand teachers ought to be a good deal stronger with their added years of experience with the added helps in the school-room of globes, maps, charts, black boards, desks and seats and other necessary tools to work with.

These are furnished now in almost every school and are considered about as necessary as a floor or a roof to the schoolhouse.

Then, too, with the better work done and especially the increased amount of it, many of our teachers should have accumulated something in the shape of *this world's goods* in the past ten years.

How is it? Are we doing *all* that we ought to do or are able to do in this direction for them?

We can afford to pay well for this all important service. Let us do them ample justice in this direction.

The times are good, money is plenty; let us be a little more liberal in our *estimates* for the salaries of our teachers.

Hold on to those who are competent. Pay them so they can live well, buy some new books, and take a trip now and then. They will come back all the better for mixing a little more with the outside world or in other words, treat them generously as you would wish to be treated if you were doing their work.

The intellectual stature of individuals in any age, is but the concentrated growth of all the preceding centuries. Whatever, then, contributes to the elevation of the masses, renders them a reservoir of energy, to be utilized in the greater elevation of individuals. The possibilities of human development thus seem to be practically without limit.

Is it not a fact that government for the people by the people implies that degree of *popular intelligence* which will enable the masses of men to comprehend the principles and to direct the administration of government in such way as to promote the general welfare?

Republican government therefore requires a higher degree of intelligence on the part of the sovereign than any other form. That sovereign is the whole body of the people.

How then, can the republican form of government exist and continue to exist unless from generation to generation, in perpetual succession, the citizen sovereigns are educated?

A RINGING APPEAL.

HON. H. W. BLAIR in his speech in the Senate of the United States on "Aid to common schools" made from the most careful study of the figures gleaned from the last census says: Table No. 4 exhibits in one mass the illiteracy of the United States. Five millions of our people over ten years of age cannot read; six and one-fourth millions cannot write. In eighteen States, including two Territories, more than 13 per cent., and in eleven more than 25 per cent. cannot write. In fifteen States and Territories more than 11 per cent of the white population over ten years of age cannot write, varying in these from 11 to 45 per cent. Illiteracy among the colored population varies from 13 to 70 per cent. The percentages of illiteracy among the whites vary in different subdivisions from less than 2 per cent. in Wyoming, where it is the least, to over 45 per cent. in New Mexico where it is largest. An inspection of this table not only demonstrates the great necessity everywhere, but that necessity is most pressing where the ability to meet its requirements is least, making assistance from a central power indispensable.

The nation is a whole. As such it must act; as such it is to be saved or lost. In this battle for its life the whole line must be maintained and advanced. Reinforcements must be sent to the weakest parts. Because they are the weakest is the reason that help is wanted. If they were strong no reinforcements would be needed. Nor does it change the duty and necessity even if there be forces unless they fight. They must still be aroused to duty, for the work must be done. The evil is the same whether the battle be lost for one cause or for another. But in this struggle I believe there is as great a danger to the future of the country from the Northern cities as from the Southern States.

In both help is imperatively needed, and it must be given where it is most needed, and that immediately. The only reasonable test is, for the present at least, that of illiteracy and not of population. As a permanent rule after conditions are once equalized the latter will be the more just. But once thoroughly educated it is to

be hoped that the several States will take care of themselves. To deny them aid in the present emergency is as though a general should march his reserves to the support of his unassailed positions, leaving his already broken lines to take care of themselves. Such a commander would find it difficult to excuse himself by saying that the articles of war required every soldier to do his duty or every division and corps to defeat the enemy. It is as a whole that battles are lost or won, and that nations are lost or saved.

There is no truth better established or more generally admitted than that the republican form of government cannot exist unless the people are competent to govern themselves.

The contrary doctrine would be an absurdity, a contradiction of terms. What is the republican form of government but government of the people by the people? But how can the people govern, how exercise sovereignty, except they have the knowledge requisite to that end? Sovereignty requires as much intelligence when exercised by the people as a whole as when exercised by a single individual; it requires more.

OUR WOMEN.

DE TOCQUEVILLE says our republic owes its value to the excellence of our women. Excellent wives and excellent mothers can train up excellent citizens. Educate the girls properly, and the republic is secure. Educate both boys and girls duly, and all fear of peril is dispelled from that side.

Even Augustus Caesar could not have conquered nor controlled a nation whose women were like ours. The Roman matrons of the republic were far nobler than the luxurious, etiolated, corrupt women of Cataline's day. The men had deteriorated even faster than the women.

We must save our children for the sake of the future. We

EDUCATE TO CIVILIZE.

"What is civilization but the result of education—of the development and training of the powers of the individual?"

The Indians are uneducated in arts and sciences. The negroes are very scantily educated. The Esquimaux, the Greenlander, how uncivilized—how little "capacity both to do and to enjoy!"

Massachusetts with a population of 1,800,000, multiplies its power by machinery so as to make it equivalent to the labor of many millions, as a lump of iron ore gains in value a thousand times when made into watch springs. In banks, mills, factories,

insurance companies, railroads, farm schools, churches, look at old Massachusetts as in the fore front of civilization, thanks to the quality of citizens she educates for herself and exports to all the world.

Well might Rufus Choate argue a masterly oration at Amherst College "Mental Culture, the Local Policy of New England," in which arrayed the physical disadvantages soil, climate, navigable rivers, etc. and hence urged the necessity raising the standard of mental culture by all the means in their power—schools, colleges, the press, the lecture room—all the local advantages of New England.

We would nationalize this policy and would add the equally vital realm of moral culture—promoting all useful knowledge and all civic virtues developing our children, all our children, into noble citizens—such a generation as the older ages of the world never saw—nor scarcely conceived an entire race.

Let us not doom myriads to live and die untaught, like untimely buds nipped by the chill penury of early neglect. We must educate them, at no distant day suffer dreadful evils as will be shown hereafter.

Crime in New York State rivaling crime in Ireland, as Dr. John H. states to-day. Much must be done and done wisely and at once, or may be too late. L. W. H.

GAIN VS. LOSS.

BY ANNA C. BRACKETT.

IN a recent article the *London Spectator* says: "When Greece had taken the first steps in her decline from its perfection in Phidias, it presented a spectacle similar in certain respects to the condition of art here."

The manual skill of the sculptor was perhaps greater than that of his predecessors. Never has marble been so finely handled as by them, but the dignity of inspiration had vanished.

This quotation leads one to think of a possible similar state of things in education and among teachers. It does not mean to imply that we have already had in education any such decline as that of Phidias in sculpture. And yet perhaps there is something of the power of Phidias in such a man as Dr. Arnold of Rugby, who moulded characters so that in all the years they never lost the shape which he gave them.

But is it not the tendency of our numerous conventions and institutions to lay too much stress on "fine handling" of material, and too little on the "inspiration" which alone can give dignity to our work?

We talk too much of methods and means and ways of managing, and little about grand principles of development, adaptation of means to ends, national limits and indications, permanent moulding of character. We work too much for the present and too little for the future. We are not willing to plant and let others gather the fruits of our work. We are too greedy of praise, careless of the source from which praise comes. Steadied by no changing principles, no definite restrictions, we are driven hither and thither by every wind of doctrine, by every idea which may arise from the changing conditions of our own country or may be imported, heralded as the "sweetness and light" from the East. The old sailor's maxim is a stern chase is a long chase, is, never, proving its truth with us in our work, and we are having our reward.

The general popular judgment of a teacher is that of a person who is kind to all persons, and who will do anything to oblige any parent, committee man or superintendent. The reports of educational conventions show always a little covert contempt, though they may be headed by the honorable title of "Educators in the field," and this because the public somehow received the impression that instead of earnest exchange of ideas being the really inspiring and guiding principles, they are apt to be there not only the voluble harangue of the book agent, the chorus of a local troupe, or the eloquence of some professional specialist; but also small talk on small points of procedure, to say nothing of the exhibition of local jealousies and personal piques.

And when the same public sees the sculptor's crowds of boys and girls pass by from our schools into society and marble halls with seemingly no impression, but remaining on their characters as if nothing had happened, all the teachers through whose hands they have come,—for the public cannot fail to see this,—it must be the teachers. We are blamed for asking if the work of education has degenerated into any such handling," while the "dignity of sculpture has vanished."

There were perhaps too much to expect in such every teacher should be a Thomas Carlyle. Every sculptor was not at all a genius. Only this remains true, when in any line of art the effort of the artist is set more to the finish of the idea—that is, when he is more for present flattery than for "fine hand" results, that art is in its decline, and that art is becoming more and more a mere show.

Teachers work with an inspiration and care more for the real thoroughness of their work and less for

popular applause, more for quality and less for quantity, more for the future man and woman and less for the present boy and girl, they are simply working to degrade their profession, and to precipitate a righteous revolution which will remand them to other spheres of labor or of show.

AN ORGAN'S WHINE.

THE Curators of the State University have got an organ—they need one. It is the *Missouri Statesman*.

The Wall street bull-dog at the head of the University, informed us some time ago that the editor "wore his collar." We pity the editor.

He unloads a column of cant in a late issue, vainly endeavoring to defend his master and the Curators—hoping to escape the odium of their action in continuing a moral bankrupt at the head of the State University—for a consideration.

The facts in the case, as stated in the "organ" of the Curators, we published in a late issue, as follows:

"Dr. Laws was not re-elected to the position of President of the State University, as he has so industriously given out all over the State. He was simply 'continued' for a consideration. The Curators state in plain terms, too, just what the 'consideration' was, in the following:

WHEREAS, President Laws has not only given his time and talents, but largely of his own *private means* for the advancement of said institution during his connection therewith; therefore be it

Resolved, That in the opinion of the board, the continued prosperity of the State University demands the continued services of Dr. Laws as its President."

That was a dark day in the calendar of the State University when this moral bankrupt bought his "continued services as its President."

That is the statement. We republish it because we have a thousand more subscribers now than in September.

We shall publish it again, probably.

The Curators say the reason they continued this moral bankrupt as President, was because he had given largely of his own *private means* to the institution.

Why did they pass such a resolution? What was the occasion for it?

Who asked the Curators to make such an excuse for their action, and publish it?

There was a reason for it. Let us state it. The fact is the Curators knew, the people knew, the students knew and the faculty knew that the Curators had, at the dictation of this Wall Street bull-dog done an *infamous*

act, and more than one. An act so infamous and so disreputable that the consciousness of it came very near sending one of the most honored citizens of the State down into his grave to hide himself for very shame from the face of men, and go to God, infinite in his mercy, for forgiveness for consenting in his weakness, to such an injustice.

Dr. Laws demanded that Professor Swallow be turned out, in his old age and poverty, after all these years of able and faithful service in the University. Is not Prof. Swallow as competent to-day as in the years gone by? If he is incompetent now, has he not been all the time? Laws demanded his head, and the Curators cowardly and unrighteously and disgracefully consented to the sacrifice.

The Curators knew that Laws was *odious* to the students, odious to the people, odious to the press, odious to the Legislature, and odious to all law-abiding citizens, and guilty before God and man for this iniquitous, star chamber proceeding, so guilty they are *forced* to give a reason why they continued Laws and beheaded Swallow!

The reason, as stated by the Curators, why they held on to this ignorant, bigoted, incompetent person, was—that after being banished from the State for the good of the State, he, with money made by gambling in Wall street, had given largely of his own *private means* for the advancement of the Institution.

Judas like, he carried the bag, and bought his continuance.

The cowardly Curators were afraid of the Legislature, on account of the universal denunciation of Laws by the press of the State, would not give the Institution its usual beggarly stipend—and they kicked out Swallow, who was a poor man, and represented only the farming interests of the State, and held on to the disreputable Wall street gambler, because he gave—not the Curators, for he could not bribe them—(as the editor of the organ undertook to say for us)—but the Institution, according to their record, a "consideration!"

He could hold his place in no other way, and so he bought it, and this is why the Curators disgraced themselves and the State by their action in continuing him.

Apologize, forsooth? Yes, we do most profoundly to the people, for not exposing and rebuking this infamy more earnestly and vigorously.

(To be continued).

DR. LAWS, in his lectures to the students, teaches that brute force settles questions—that is, if one student has a plethoric pocket book, and another wants it and knocks him down

and takes it, the question as to whom it belongs is settled. The brute that knocks the other fellow down, by virtue of that proceeding, owns the property!

Brilliant teaching, is it not?

See copy of Laws' two lectures before the students at Columbia.

Who are these eminently respectable Curators of the State University, that their action and administration stands so high it cannot be criticised or commented upon?

Who appointed them censors of the press of Missouri? They are evidently as derelict in duty in supervising the press as in supervising the best interests of the University.

The press of the State, with good reason, almost unanimously denounce them for their treachery and cowardice in continuing Dr. Laws as President of the State University—for a consideration!

NO!

MOST emphatically! We cannot be a party to any scheme that looks toward an effort to cut down the appropriations to sustain the State University unless Dr. Laws resigns. We cannot lend our space to advocate any such measure.

The Legislature of Missouri ought to appropriate at least \$100,000 at its next session to enlarge and properly equip the State University.

Nothing could be done that would benefit the State more. The fact that Dr. Laws is the President of the State University, is one of the unfortunate and disgraceful accidents that is liable to happen in the history of such an institution. This does not at all invalidate its claims to help by the Legislature. Every department needs to be enlarged, and the buildings themselves, with a competent or even an incompetent man at the head, as is now the case, are wholly inadequate to meet the demands of the time.

There are several members of the faculty of the State University who are an honor and a credit to the State and the Nation. They rank among the highest and stand at the head in their special departments.

The State University is a necessity—and because, through the weakness of some of the Curators and the imbecility of others, a Wall street gambler unfortunately could buy the position of President temporarily, is no occasion at all for crippling the institution financially.

We are in favor of, and shall work for an appropriation of \$100,000 from the next Legislature of Missouri for the State University.

The moment a man ceases to be a systematic student, he ceases to be an effective teacher.

TEN YEARS.

WE give a few extracts from the ten years' report of progress made by Gen. Eaton, U. S. Commissioner of Education, which show gains all the time in public sentiment. If our teachers would take the facts and go the County papers with them, go to the local institutes with them, go to the school offices with them, go to the tax payers with them, all would be convinced that whatever else is done or left undone we cannot afford to slight this matter of providing for and maintaining good schools six to ten months in the year. In

TEXAS,

Gen. Eaton says, the records show substantial gains, although the dropping of the State Superintendency in 1875; the changing of the school age from 6-18 to 8-14; the revision of the school system in 1876, which, among other things, did away with compulsory attendance; the shortening of the ordinary time for free schooling from 12 to 6 years, with provision made for only a 4 months' annual term, all came in the ten years ending in 1880. Still, the records of the first few years showed *substantial gains* in many respects, and 1876 opened with a wholly new system, which reached its highest point in 1878-'79, and then ceased to meet public expectation. During the last six years the Peabody fund trustees gave liberally towards the formation and maintenance of grade schools. In

KANSAS,

for 1880, as compared with 1870-'71, there are like tokens of a healthy ten years' growth; of the 198,289 more educable youth, 141,657 were brought into the schools and 8,776 held in habitual attendance. In 3,422 more school-houses instruction was given by 4,702 more teachers, most of the later ones trained in normal schools and normal institutes to a much higher and more effective style of teaching. School income rose in the same period \$1,085,561 and the valuation of school property \$2,444,345. Almost the only show of falling off is in the pay of teachers; another, of 9 days in the average length of school term, given in a return, being made doubtful by the printed report for 1880, which presents an increase of 5 days.

That falling off in the pay of teachers is all wrong because it is unnecessary. The tax-payers of Kansas have been growing rich the past ten years, and no one thing has contributed to the prosperity of this State more than the system of Public Schools and hence the teachers ought to share in the general prosperity with others. We hope the State

Teacher's Association and the County Institutes will adopt some measure to remedy this evil.

It can be done and should be done.

In

TENNESSEE,

for the ten years covered in other States there are no data sufficient to indicate accurately the decennial growth, reports, for the first three years being exceedingly imperfect. From 1875-'76 to 1879-'80 there was a growth of 110,731 in school population, of 75,961 in enrolment in the public schools, and of 65,553, in average attendance in these, with a like growth in the provision for this increase: such as 1,725 more public schools, 889 more buildings for them, 1,744 more teachers in them, and \$26,642 more expenditure for their support.

WEST VIRGINIA,

while it makes a good showing in an increased enrollment does not do as well on the average pay of teachers. What is the reason? Do the teachers run down compensation by competition? Do they? Gen Eaton says: Comparing the totals only, we find in the ten years an increase of 43,364 in educable youth, an enrolment in the public schools exceeding by 22,887 this increase, and an average daily attendance almost equalling the whole number of school age. To meet this increase there were reported 1,498 more school-houses, at least 1,468 more schools, 1,666 more teachers \$159,014 more of annual school fund, and \$194,689 more of permanent fund. School property, from the increased number and better quality of buildings, was valued \$657,262 higher, and the average school term was 13 days longer than in 1870-'71, nothing showing any diminution but the average pay of teachers.

We wish we might hear from our friends in West Virginia on the reasons why there should be a diminution in the average pay of teachers?

MISSISSIPPI,

shows growth for ten years as follows: For the decade, an increase of 121,927 youth of school age, of 125,018 enrolled, of 71,492 in average daily attendance, and 2,913 teachers was presented. The wages of teachers were such that an apparent decrease of pay of \$28.40 a month is noticeable. Teachers' warrants, however, formerly much below par, are now at par, so that in reality they receive more pay than ten years ago. Since 1878 private academies and colleges, having suitable school buildings, proper facilities, and libraries of over 200 volumes, are reckoned qualified to fit students for the University, as if they were public high schools. The opening of Al-

corn University in 1872 added to the schools for superior instruction; the establishment of an agricultural and mechanical college at Starkville, under a charter of Feb. 28, 1878, gave opportunity for scientific training, and many students availed themselves of it.

Now the State University at Oxford has taken an advance step, and admits the girls of the State to all the culture and advantages enjoyed by the young men. The private schools are also prosperous. In

IOWA

the record for ten years shows an increase of 125,927 in school population, 84,119 more were enrolled in public schools and 48,274 more were in average attendance, besides an increase of 10,693 attending private schools, making 94,812 additional pupils under private and public training. The average school term was 18 days longer; school houses increased by 3,439; the value of school property was more by \$2,374,333, and income for public schools more by \$1,997,964. The average monthly pay of teachers slightly increased during the first half of the decennial period, but decreased after 1875-'76, till in 1880 it was \$4.84 less for men and \$1.52 less for women than in 1870, although there was great improvement in the teaching."

An improvement in teaching, and less wages paid. Iowa certainly can afford to pay for the work so valuable, and so necessary, and so well done in her public schools. If these vital, practical themes could find a place on the programmes of her State and county Associations, this injustice to her teachers would be remedied speedily, we are sure. In

ILLINOIS

during the past ten years fair educational progress was made. The average daily attendance increased by 89,952. More districts reported by 487 and 113 fewer were without schools; 808 more schools were taught, 270 more being graded and 19 more high. The average term increased by 3 days, school houses by 904, value of property \$2,498,314. Income for public schools increased \$367,271, but the monthly pay of teachers fell off \$7.08 for men and \$5.20 for women, although a much greater proportion were professionally trained.

This decrease in the monthly pay has a remedy, and it lies, we think, mainly with the teachers themselves.

Do they not *underbid* each other? Is there quite as much care taken in granting certificates to teach as there ought to be? Ought not the standard of qualification to be raised, not only in Illinois, but in all the other States, also? We think so.

We shall be glad to hear suggestions on these points.

These topics, we are glad to see are to be discussed in the several State Teachers' Associations to be held during December.

This invaluable report of General Eaton ought to be put into every school district library in the country for ready reference. We advise our readers to send to their Senators and members of Congress and get this report and read it.

DR. LAWS is so odious to the students that there is very little progress made by them. They spend their time largely through the day in drawing and painting caricatures of him, and the nights in giving him calithumpian serenades.

They express their indignation at him and his petty tyrannies in this way frequently. He has earned and deserves this odium, and these frequent expressions of it show manhood rather than anything else. He dare not expel them, and if he did, is no disgrace for them to be expelled for such a cause.

It is rather a disgrace to stay there and submit tamely to these indignities and tyrannies and humiliations.

Every Teachers' Association, State county or district, should ask for some measure of national aid to education without delay.

Cannot something be done by the session of Congress to relieve the country of the danger arising from illiteracy, as developed by the census?

Have we done all that we can, are we doing all we can to educate and so save the Nation? Look over the tables of illiteracy on next page.

This issue closes Vol. XV. of the journal, and it is the most profitable and prosperous paper we have printed in fifteen years. Our subscription list is growing faster than ever, and our advertising patronage, as you see, crowds us up to twenty pages.

We give, as we can afford to, more reading matter than ever.

We think when you read over the facts and figures of the illiteracy in the country from an official report of the census bureau, published on another page, you will see the necessity of organizing for a campaign.

Petitions ought to go to both Senate and House of Representatives in Washington, for National aid to education.

WE have enrolled the names of thirteen hundred new subscribers paid in advance for this journal, since the first day of November, 1882.

ILLITERACY IN THE UNITED STATES.

The Number and Percentage of Persons in Each State Who are Ten Years of Age or Upward, and Who Can Neither Read Nor Write.

Bulletin No. 303, just issued from the Census Bureau at Washington, gives the following highly interesting figures on the subject of illiteracy in the United States and Territories. It will be seen that the Territory of Wyoming contains the smallest percentage of illiteracy when the whole population is considered—3.4; but when native whites alone are considered, Massachusetts makes the best showing—0.7:

STATES AND TERRITORIES.	Persons of 10 years of age and upward.				White persons of 10 years of age and upward.				Native white persons of 10 years of age and upward.				Foreign-born white persons of 10 years of age and upward.				Colored persons of 10 years of age and upward.			
	Returned as unable to read.		Returned as unable to write.		Returned as unable to read.		Returned as unable to write.		Returned as unable to read.		Returned as unable to write.		Returned as unable to write.		Returned as unable to write.		Returned as unable to write.		Returned as unable to write.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
The United States.....	36,761,607	13.4	4,233,431	11.4	6,230,983	17.0	32,160,400	9.4	25,785,789	8.7	2,255,400	8.7	6,374,611	12.0	733,620	7.7	4,601,207	3,220,578	70.0	
Alabama.....	881,780	37.0	279,279	31.7	433,447	50.9	462,722	52.4	111,040	24.3	443,327	25.0	9,395	7.7	727	7.7	390,058	321,680	80.6	
Arizona.....	32,922	5.4	10,717	32.5	5,842	17.7	28,624	88.1	15,200	46.6	1,225	8.1	13,434	35.6	8,569	25.8	4,283	1,018	23.7	
Arkansas.....	531,870	33.2	183,229	34.5	292,015	55.0	338,965	63.0	97,990	28.5	240,975	71.5	9,845	5.6	552	5.6	137,971	103,473	75.0	
California.....	681,062	48.5	281,583	41.3	353,479	51.9	327,583	48.1	171,732	52.2	156,851	47.8	214,463	64.3	18,430	8.6	90,827	27,340	29.8	
Colorado.....	198,220	10.1	63,583	3.2	10,414	6.6	187,806	9.4	117,172	6.2	7,690	2.9	10,464	5.3	4.0	4.0	2,764	568	20.5	
Connecticut.....	497,323	20.9	20,986	4.2	26,424	5.3	470,839	9.4	261,733	8.7	8,729	3.3	136,047	27.3	9,023	18.3	9,923	1,631	17.4	
Dakota.....	99,840	3.0	3,094	3.1	4,821	4.8	95,348	9.5	51,220	9.3	1,933	1.8	47,119	32.4	3,224	6.8	1,301	604	44.2	
Delaware.....	110,836	16.1	15,312	13.8	19,414	17.5	91,611	8.3	63,318	8.1	6,390	8.1	28,293	25.1	11,068	18.5	19,346	11,068	57.5	
District of Columbia.....	136,907	21.3	15,717	11.5	23,778	18.8	113,129	8.3	75,065	6.6	1,650	2.6	16,847	12.1	2,038	12.1	45,075	21,700	48.4	
Florida.....	184,650	10.1	70,219	38.0	80,183	43.4	99,137	53.7	19,763	19.7	10,024	20.7	7,388	7.0	739	7.0	89,513	60,420	70.7	
Georgia.....	1,043,840	44.6	446,683	42.8	590,416	56.6	653,977	62.7	198,934	30.2	129,362	23.2	10,998	5.6	572	5.6	479,893	391,432	81.6	
Idaho.....	25,005	1.3	1,384	5.5	1,778	7.1	21,481	8.4	15,011	5.3	443	3.0	1,038	4.0	171	1.3	3,321	1,904	57.3	
Illinois.....	2,269,315	96.8	96,809	4.3	145,397	6.4	2,224,478	9.8	1,696,214	88.5	519	5.3	568,294	25.3	43,997	7.7	34,321	19,971	58.2	
Indiana.....	1,468,086	70.0	110,761	7.5	110,761	7.5	1,357,325	9.0	1,297,159	9.3	87,786	6.8	141,796	10.3	20,612	8.9	10,363	39.6		
Iowa.....	1,181,641	28.1	28,117	2.4	46,669	3.9	1,134,972	9.6	918,723	8.0	23,660	2.6	235,340	20.7	20,612	8.1	7,578	2,272	30.0	
Kansas.....	704,297	25.0	25,503	3.6	39,476	5.6	673,191	9.6	598,389	8.5	17,835	3.1	104,741	7.0	7,063	6.7	31,176	14,588	46.8	
Kentucky.....	1,109,009	45.8	227,312	20.5	318,350	28.7	790,659	71.3	608,601	54.9	182,058	22.8	28,944	3.7	5,701	10.9	190,223	133,865	70.4	
Louisiana.....	619,009	31.3	181,341	29.3	221,720	35.8	397,289	64.6	268,401	43.3	130,888	33.3	12,883	3.3	1,038	8.0	328,353	209,741	63.9	
Maryland.....	635,364	11.1	111,387	17.6	134,458	19.3	500,906	8.1	402,697	6.7	36,927	7.8	81,389	12.8	8,289	10.2	151,278	90,172	59.6	
Massachusetts.....	1,432,183	75.6	75,635	5.3	92,980	6.5	1,339,203	9.3	1,146,767	8.5	19,433	1.7	429,607	30.6	15,416	19.6	15,416	2,332	15.1	
Michigan.....	1,236,086	47.1	112,112	9.1	145,723	11.8	1,090,363	8.8	854,925	7.8	23,407	2.2	364,981	28.1	16,789	10.7	16,789	4,791	28.5	
Minnesota.....	753,593	33.5	315,612	41.9	373,201	49.5	380,392	50.5	310,157	81.6	70,235	18.4	42,783	11.4	1,075	8.4	2,794	1,040	37.2	
Mississippi.....	1,557,631	138.8	138,818	8.9	208,754	13.4	1,453,238	10.5	1,244,738	8.5	208,500	14.5	24,561	1.9	3,369	2.7	423,507	314,350	74.3	
Missouri.....	31,980	1.5	1,530	4.8	1,707	5.3	29,846	9.4	19,628	6.2	972	3.2	9,358	29.3	3.8	3.8	3,003	1,076	35.8	
Montana.....	318,271	7.8	7,800	2.5	11,628	3.6	316,312	10.2	224,890	7.1	5,102	1.6	9,413	2.9	6.4	6.4	1,039	2,152	20.7	
Nebraska.....	50,666	3.0	3,703	7.3	4,069	8.0	46,603	9.2	32,690	6.3	2,400	4.6	13,413	26.2	8.4	8.4	8,071	2,152	26.7	
Nevada.....	286,788	11.2	44,432	15.5	63,249	22.0	223,339	7.8	168,941	7.6	54,398	24.6	42,783	19.1	39.9	39.9	594	594	100.0	
New Hampshire.....	80,291	3.0	3,136	3.9	4,324	5.4	75,965	9.4	61,541	7.6	1,423	2.3	13,413	16.4	1.1	1.1	30,206	9,200	30.5	
New Jersey.....	87,066	3.0	2,994	3.4	3,716	4.3	83,350	9.5	72,210	8.7	1,140	1.5	7,548	8.3	3.8	3.8	3,199	7,559	92.2	
New Mexico.....	3,981,428	186.6	186,625	4.7	219,000	5.5	3,762,428	9.6	2,742,847	7.3	101,581	2.7	1,184,756	31.3	53,825	12.5	53,825	11,435	21.2	
New York.....	859,951	38.7	867,800	38.3	463,375	48.3	386,576	45.0	310,157	37.3	77,421	24.7	3,562	3.3	331,145	37.4	331,145	27,443	77.4	
North Carolina.....	1,012,130	56.7	86,754	8.6	131,817	13.0	920,313	91.4	774,411	77.4	145,902	15.3	386,670	38.6	32,308	8.4	59,839	104,495	71.7	
Ohio.....	1,300,365	53.0	53,000	4.1	74,423	5.7	1,225,942	9.4	1,092,858	8.3	133,084	10.3	20,454	1.6	910	4.4	11,063	10,520	95.3	
Oregon.....	3,293,245	146.1	146,138	4.5	228,014	7.1	3,065,231	9.4	2,562,458	8.3	492,773	15.3	574,102	18.1	15.1	15.1	66,651	18,093	27.1	
Pennsylvania.....	2,220,461	17.4	17,456	0.8	24,793	1.4	2,195,668	9.8	1,936,451	8.8	259,217	13.4	70,409	3.5	19,283	2.3	5,303	1,240	23.6	
Rhode Island.....	667,450	32.1	17,880	2.7	389,848	58.4	277,602	41.6	205,556	30.6	60,416	29.4	7,550	3.5	394,750	310,071	78.5			
South Carolina.....	667,450	32.1	17,880	2.7	389,848	58.4	277,602	41.6	205,556	30.6	60,416	29.4	7,550	3.5	394,750	310,071	78.5			
Tennessee.....	1,012,130	56.7	86,754	8.6	131,817	13.0	920,313	91.4	774,411	77.4	145,902	15.3	386,670	38.6	32,308	8.4	59,839	104,495	71.7	
Texas.....	1,064,190	26.2	26,223	2.4	316,432	29.7	806,331	75.7	701,069	65.9	97,498	13.9	106,592	24.7	26,414	24.7	255,265	192,920	75.4	
Vermont.....	97,104	4.8	4,851	5.0	8,826	9.1	93,876	9.7	83,876	8.6	1,000	1.1	41,922	41.9	11.8	11.8	1,316	689	52.3	
Virginia.....	904,062	39.0	39,045	4.3	55,857	6.2	848,207	9.4	736,345	8.2	111,862	15.2	10,277	1.4	10,277	1.4	498,450	315,690	73.2	
Washington.....	1,650,024	360.4	360,435	21.8	430,392	26.1	1,219,632	73.7	1,133,915	68.6	85,717	7.0	14,270	1.2	14,270	1.2	498,450	315,690	73.2	
West Virginia.....	428,587	12.1	12,101	2.8	15,876	3.7	412,711	9.6	392,242	9.5	20,469	5.0	17,880	4.4	17,880	4.4	18,446	10,139	55.0	
Wisconsin.....	985,712	38.0	38,033	3.9	55,558	5.8	930,154	9.4	846,433	9.1	83,721	8.9	394,088	42.7	42,739	10.8	4,279	1,825	43.0	
Wyoming.....	10,419	0.7	421	4.0	556	5.3	10,243	9.7	10,458	10.0	177	1.7	4,782	4.1	4.1	4.1	1,239	182	14.7	

books will show. This is in addition to all the renewals which have come in.

The fact that Dr. Laws was chosen as President of the State University—for a consideration—the Curators themselves formally published; that any Curator, as an individual, or that the Curators as a body, had any share in these spoils, is a reflection as foolish as it is unwarranted.

We have used the Remington Type Writer for months past, with great pleasure to ourselves, and if we must say it we will—with great satisfaction to our customers and correspondents.

It economizes time wonderfully, not only in the office, but among those who are so glad to get our letters now, because they can read them!

It will pay for itself in a time so short that we should regret we did

not get one earlier—if that would do any good.

The best we can do now is to advise our friends to secure one without delay.

"Rough on Rats."

Clears out rats, mice, roaches, flies, ants, bed-bugs, skunks, chipmunks, gophers 15c. Druggists.

A consumptive cough is dangerous. Arrest it with Hale's Honey of Horehound and Tar.

Pike's Toothache Drops cure in 1 minute.

The firm of Garside & Co. of 201 Broadway, as manufacturing jewelers of a No. 1 standing have been long and favorably known to the trade. They have recently added a new feature to their immense establishment, which gives to agents the lowest market rates. See their large advertisement on another page.

Skinny Men.

"Wells' Health Renewer" restores health and vigor, cures Dyspepsia, Impotence, Sexual Debility. \$1.

TENNESSEE American Journal of Education.

IMPORTANT.

TO the school officers and teachers of Tennessee we are glad to present the following

ENDORSEMENTS

of this journal:

OFFICE STATE SUPT. OF PUBLIC SCHOOLS,
NASHVILLE, TENN., July, 1880.

I can cheerfully commend the *American Journal of Education* to the patronage of Tennessee teachers, superintendents and tax-payers, not only because of its general ability, spirit and usefulness, but because it gives more attention and space to notices of our own schools and of educational movements in our own State than any other journal. The Tennessee (special) editor understands our wants and does not neglect them. LEON TROUSDALE,
State Supt.

It is not great men alone that are needed; but the State has equal need for a solid, intelligent, virtuous substratum of society. In no other way can safety be secured; in no other way can true progress be made.

The Most Important Issue.

GEN. EATON, U. S. Commissioner of Education, gives a vast amount of very valuable statistical information in his last report—but Gen. Eaton modestly underestimates and understates both the necessity for more liberal appropriations, and the danger arising from *illiteracy*.

Hon. H. W. Blair, in his admirable speech (every teacher ought to read this speech) on the bill for the temporary support of common schools, says:

"The total population of the country by the census of 1880 is 50,155,783. Table No. 2 shows a school population of 15,303,535, of whom 9,780,773 are enrolled in the public schools, 567,160 in private schools, with an average attendance in the public schools of 5,804,993. The average attendance in private schools is not known.

The column giving the different school ages in different States and Territories upon which the return of school population is based, indicates that the whole number of the children who are of suitable age to receive instruction is much more than 15,303,535. In Texas, for instance, the school period is from 8 to 14 years, and her total is only 230,527, while her population is 1,591,749. In Tennessee, where the school period is from 6 to 21, a much preferable rule,

and the whole population is 1,542,359, the school population is 544,862, or 2 1-3 times that of Texas, although there can be no doubt that families are quite as large in the latter as in the former State. Besides this, and taking into account the increase since the census from natural causes and from immigration, I believe it to be a low estimate which places the whole school population of the country at 18,000,000.

While I know of no reason to believe that the number of pupils who actually receive instruction has been essentially increased, expenditure certainly has not been increased to any great extent, while in some States since 1870 it has fallen off.

We are, then, now charged with the education of eighteen millions of children and youth who in less than ten years will be the nation. Of these ten and one-half millions are enrolled in public and private schools, and six millions is the average attendance, while *seven and one-half millions*, or five-twelfths of the whole, are growing up in absolute ignorance of the English alphabet.

This seems incredible, but these are the figures. They ought not to lie, for we have paid for accuracy and completeness. At this rate, before another census we shall have passed the line, and there will be more children in this country out of the schools than in them, and before half a century ignorance and its consequences will unquestionably have overthrown the Republic.

We have reached the crisis of our fate. The education of the people is the most important issue before the country, and it must remain so for years to come.

A READING CLUB.

TAKE for instance, such a book as Northend's "Memory Gems" for the proposed "Reading Club," containing, as it does, nearly three hundred selections, from about one hundred and fifty different authors.

What a grand thing for each member to commit and recite one of these gems to open the exercises. Or let the older pupils of the schools, say six or eight, come in and recite one of these series and so interest all.

The late Elihu Burritt speaks of an exercise similar to the one suggested, to which he listened—an exercise made up entirely from this work. He says: "I recently attended an exhibition of these gems of literature, which was novel and interesting. The fifty pupils of one of our schools had each committed one of these extracts, and their teacher was invited to bring them all into the State Normal School to give their recitations. A consid-

erable number of ladies and gentlemen were present, and they could hardly have obtained more profitable instruction in literature in the course of an hour.

The young reciters took the stand one after another, and gave the choicest passages from different authors, and then appended information in regard to them which they themselves had hunted up in books they had consulted for the purpose.

They told us where and when the author lived and died, if dead, and where he resided if still living; what books he wrote, their titles and subjects, and some aspects of his character, and incidents of his life.

In searching for these items of information, the pupils had impressed upon their memories a conception of the writings, which they will be likely to retain through life. And it cannot be too much to say that the whole adult audience present carried away a knowledge of fifty of the most eminent authors of this and other countries and times, which they had never acquired before, and which they must highly value.

It is an exercise that cannot interfere with the routine studies of any pupil, as the extracts are so short that they can be committed to memory in a few minutes, and their recitation once a week might easily and profitably be made part of the routine of the school."

We rather think if about 100,000 teachers in the West and Southwest would now make a start in the direction of organizing a reading club, or some similar organization to interest the patrons as well as instruct the pupils, they would themselves derive great benefit from the interest it would create.

We will render any assistance in our power in furnishing plans and suggestions, if any are needed. Or we will render any aid in our power to secure the books or magazines desired. Teachers, pupils and patrons of the school, all alike will be largely benefited by this movement. Do not delay another week. Let the people see that our teachers are earning their money, by showing the parents what their children are learning, and how they can use the knowledge they have gained to advantage!

A Sure Cure for Piles.

Do you know what it is to suffer with piles? If you do, you have experienced one of the worst torments of the human frame. The most perfect cure ever found is Kidney-wort. It cures constipation, and then its tonic action restores health to the diseased bowels and prevents recurrence of disease. Try it without delay. The dry and the liquid are both sold by druggists.—Globe.

Write to Mrs. Lydia E. Pinkham, Lynn Mass., for names of ladies cured of female diseases by using her Vegetable Compound.

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The School is fully equipped with working material, and furnishes instructions in Drawing, Modeling, Painting, perspective and decorative Design.

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HALSEY C. IVES, Director.

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A POLITICAL HARANGUE.

MR. BOGIE, editor of the Richmond *Democrat*, says Dr. Laws of the State University "intruded a political harangue, occupying a space of two hours for delivery, in place of the educational essay expected. We hope this will be a lesson to the officers of the association, and that in the future they will invite no other learned political lunatic to bore the association."

While we fully endorse the rebuke given the "political harangue occupying a space of over two hours," we dissent most emphatically from any censure of the officers of the Editorial Association.

They invited Dr. Laws to address the Association on "Education and the Press," and there their duty and responsibility ended.

Dr. Laws ought to have had both the sense and the honesty to speak on the topic assigned, or to decline. He had neither sense nor honesty, and bored the Association with an infamous "political harangue" for two hours and a half, or more.

The "political harangue" was infamous because it was a tissue of falsehoods from beginning to end, and no time at all was given to correct these falsehoods.

Dr. Laws came very near being hissed off for his effrontery and ignorance, and would have been, but for the occasion afforded the audience to work off its indignation by an inquiry addressed to the chair as to whether an opportunity would be given to correct the falsehoods.

This inquiry was hailed with rounds of applause by the outraged audience, and he was allowed to proceed upon the motion of the editor of this journal, and finish his diatribe, every word and line and sentence of it.

We do not at all regret that he made the speech! We asked for 16,000 copies of it to circulate, but he dare not let our readers see it!

The press of the State universally and properly denounce his harangue as out of place, out of time, and indecent.

It was a tirade of two hours and a half, made up as he said from old addresses delivered in 1857, and rehashed as lectures to the students of the State University.

We do not wonder Dr. Laws is obliged to chase students through the streets with a pistol to get them or keep them inside the University building, if obliged to hear such "stuff" as this. He has shown himself to be so ignorant and so incompetent that his retirement is demanded alike by common sense, common decency, and the best interests of the University.

SUBSCRIBE for the JOURNAL. Terms, \$1 per year, in advance.

THE SUPREME LAW.

THE right of the mass, that is, of the State, is paramount even to that of the individual, inasmuch as the general welfare—the safety of the people—is the supreme law.

No parent has the right to say that his child shall remain ignorant. He has no right to breed fire-brands and death to the society of which he is a part and to which he owes everything himself. Here is the foundation of the right of compulsory education on the part of the State.

If the parent fully exercised his right to properly educate his child there would be no occasion for the interference of the State; but he fails to do it. Benevolent voluntary effort comes to his aid. This fails. What then? The law of self-preservation at once asserts itself in behalf of the State as well as of the individual, and for the welfare of both it must put forth its power. These principles are fundamental and are so plain that their assertion may seem superfluous.

IS THERE DANGER?

LET us look at the FACTS as presented in the speech of Hon. H. W. Blair to aid in the temporary support of common schools. Mr. Blair says: Table No. 1. I take from the speech of Senator Butler, lately delivered in this Chamber. It is from the last census returns. It is the rule to estimate one voter for every five persons in the community, which makes the voting population of the country 10,000,000 in 1880. The total number over twenty-one years of age who cannot write is 4,204,363, of whom 2,056,463 are whites and 2,147,900 are colored, including about 300,000 Indians and 100,000 Asiatics. Assuming one-half to be females, and therefore to have no souls, and not only to be without but to be unfit to exercise the suffrage, and making allowance for the unnaturalized citizens, there will remain 2,000,000 of illiterate voters, about equally divided between the white and colored races. One voter in five cannot write his name. He casts a ballot whose contents are to him unknown except from hearsay. He cannot tell the Constitution of his country from the code of Draco. He is the prey of the demagogue or the victim of prejudice, but he holds the balance of power in almost every State and in the nation at large.

Follow down these columns so pregnant with the demonstration of danger and dishonor to the Republic.

The illiterate voters of Maine, New Hampshire, Massachusetts, and Connecticut, of New York, New Jersey, Pennsylvania, Ohio, in short of every

Middle, Southern and most of the Western States, have power, if combined, to decide any political issue that is now, or for years is likely to be, pending between political parties. They represent ten of our fifty millions of people.

Can we not, in the local columns of the papers in the country, labor to deepen and widen the interest felt in popular education everywhere, in every State of the Union, by furnishing items of interest from our school work?

An earnest co-operation can in this way be secured among the friends of progress. Better school houses will be built, and they will be better equipped. The school law must be more and more adapted to our wants.

Faithful teachers and school officers must be sustained. The county superintendency, the vital element in our school system, must be inaugurated and maintained in every State.

There is a great work to be done this season, not only to hold what we have but to insure an advance.

Look over the facts presented in the several extracts from Senator Blair's speech. Have you read that speech? Have you circulated it?

There is material enough in it to fill a column in your local paper fifty-two weeks in the year with important and interesting items. Why not put them in?

THE PROBLEM SOLVED.

Editors American Journal of Education:

I BELIEVE the method here given to solve the following problem is the most simple and concise that has ever come to my knowledge:

"A board 16 feet long is 17 inches wide at one end and 7 inches at the other, where must it be cut in two so that there will be the same amount of plank in each piece?"

Solution—Square each end $17 \times 17 = 289$ ft., $7 \times 7 = 49$; add the square of the two ends together, $289 + 49 = 338$, the half which is 169, the square root of which is 13, which is width of board where it must be cut in two; then the length of the two pieces is easily found, for one piece is 13 inches at one end and 7 inches at the other, the mean of which is 10 inches; now we have a board average width, how long must it be to contain eight square feet? $8 \times 12 = 96$, which divided by 10 equals 9.6-10 feet for one end, and the other may be found the same way.

I am indebted for this solution to my friend V. G. Wehrheim of Sparta, Ill., a veteran of the Mexican war, who is deaf and blind from a gunshot wound received at the battle of Buena Vista.

E. M. BEAN.
BALDWIN, Ill.

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EMORY COLLEGE,

OXFORD, GEORGIA.

Emory College was organized in 1837. It is located in a region (100 feet above the sea) free from malaria; it is 40 miles east of Atlanta. Its Faculty is full and actively engaged; its curriculum broad and liberal. The expenses are small. For full information write for catalogue to the President, ATTICUS G. HAYGOOD, D.D., Oxford, Georgia.

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For programme, address Prof. GEO. J. BRUSH, Executive Officer, New Haven, Conn. x312-2

Colorado College.

Several students from the East who have a tendency to weak lungs, bronchial affection, or asthma, have found permanent relief in Colorado, and have been able to carry forward their studies to advantage. Send for catalogue.

E. P. TENNEY, President,
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Is prepared to give a superior education in Classical, Normal and Preparatory courses of study. Also in vocal and instrumental music. \$150 will pay board and tuition bills for college year. Students for the Gospel ministry and children of ministers whose whole time is given to the ministry free.

Ladies received on same terms as gentlemen. Location easy of access and noted for its healthfulness.

The seventeenth year, under one president, commences September 13, 1882.

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The Manual Training School,
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Will open its THIRD year in September, with greatly increased accommodations. A class of ONE HUNDRED BOYS will be received. None less than 14 years will be admitted, and fair scholarship must be shown. The course of study extends through three years, in five parallel lines—three intellectual, and two manual.

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5. *Tool-Instruction*, including carpentry, wood turning, blacksmithing, vise and machine-work in iron.

Examinations of candidates will be held at the school building June 12 and September 8.

For cost of tuition, books, board, &c., send for the illustrated catalogue.

C. M. WOODWARD,
Director.

MISSISSIPPI

American Journal of Education.

COLUMBUS, Miss., 1881.

IN taking charge of the *Mississippi Edition* of the *AMERICAN JOURNAL OF EDUCATION*, we are prompted only by a desire to contribute all in our power towards making the schools of this State more efficient. As the principal defect of the system as it now exists, is a lack of Normal Schools, of teachers' institutes, and effective local supervision, these matters will receive our most earnest attention.

We shall endeavor also to furnish such items as will keep our readers posted as to educational progress in the State, and we shall at the same time do what we can to extend in our midst the circulation of a journal which has already done and is still doing so much for the promotion of education in the South and Southwest. We also consider it more in sympathy with our public school interests, and better adapted to our wants in *Mississippi*, and the South, than any other educational journal published in the North or East.

J. M. BARROW.

GOD SAVE THE NATION!

HON. H. W. BLAIR, U. S. Senator from New Hampshire, in his speech of June 13th last, sounded an alarm that ought to raise the nation like a night-bell of fire. It consists of three chief parts.

1. The National Government; its powers and obligations to assist in educating the people if necessary.
2. The state of education in our country as shown by the census of 1880, needing aid at once, and
3. The measures of education having such aid in view, especially favoring Senate Bill No. 157.

1. The General Government possesses the power and has imposed upon itself the duty of educating the people whenever for any cause the people are deficient in that degree of education which is essential to the discharge of their duties as citizens either of the United States or of the several States wherein they chance to reside.

Not until the local power is shown to be inadequate or negligent, and the necessity is apparent and imperative. Only in extremity.

Here is solid ground for all men to stand on, and work together. Here is perfect harmony in all rights and duties between the Union and the several States, in order to labor and contribute to the general welfare.

God save the Nation—the mighty Nation, sixty millions strong, yet as weak as its weakest class, as a chain is as weak as its poorest link.

The General Government may and must save the Nation, if the several States fail to do so. The people em-

power the Government to act for them—if for the welfare of all the citizens, then of course their secure existence is the foundation stone of all other and consequent duties of Government.

"The life is more than meat, and the body than raiment."

Life first, comforts and luxuries afterward.

SELF-GOVERNMENT.

The republican form of government cannot exist unless the people are competent to govern themselves.

Republican government requires a higher degree of intelligence on the part of the sovereign—the whole body of the people—than any other form.

How many republics have gone down into fragments for want of good citizens! Intelligence and virtue are the pillars of freedom. Trace the republics of Greece as described by Thucydides, and see how by selfishness and faction, under the artful tricks of demagogues, they were deadly foes and close allies in quick succession, till exhausted in means by war, and in virtue by growing corruption, one after another they went down in ruin, never to rise again as free States.

"Of the three hundred, grant but three, To make a new Thermopylae."

The early days of Venice, the unspeakable horrors of the French Revolution, the condition of England under the Commonwealth, the state of the South American republics and of Mexico, all confirm the Senator's statement. The people must be made competent to govern themselves, or they will not sustain a republic—not one that deserves the name.

L. A. T.

JACKSON, Miss., Nov. 20, 1882.

STATE BOUNDARIES.

IS it not about time to let go all talk in regard to State boundaries on the part of our teachers and educators?

The fact is, the circumstances of the country half a century ago, when the States had little to do with each other and were almost foreign powers, have entirely changed.

The growth of the country, the development of business of all kinds, the introduction of the railway and magnetic telegraph, have had the effect of bringing far distant States closer together than the cities of a single State were in the days of Jefferson and Monroe. Interests which were local have now become National, and what once concerned a single State now interests the Continent.

There must be something like uniformity of action and policy on the part of States so closely related as New York and New Jersey, Illinois

and Ohio, Missouri and Texas, Iowa and Mississippi.

It is this which makes the public school system a great

PUBLIC NECESSITY, and makes it, too, as legitimate as it is necessary.

It comes then to be of vast public importance to have the school system of each State reap the benefit of the experience of all the other States, and thus establish a community of method and spirit and aim which will add to the efficiency of all our educational institutions.

It would be an immense gain were the system of popular education in this country completely nationalized, so that the children of sparsely settled and poor States should have the benefit of as thorough instruction as those of the rich and populous States.

The Nation carries the mail through the Territories, where there is only three-quarters of an inhabitant to the square mile, as well as in the States where there are a hundred and eight to the square mile.

Minds are not affected by State boundaries, and the system of public schools which has proved to be best in Illinois will be best for Mississippi or Missouri or Texas, and ought to be secured to the children of those States.

We should always look ahead and always habituate our pupils to look ahead, to see what manhood demands all through its course; to see what good citizenship demands for its special duties; to see what added power of mind and of conscience and of right feelings will always be useful and always necessary for the emergencies of riper years.

Be sure and keep your school room neat and clean; ornament it with a few pictures, mottoes, charts, wreaths and flowers.

Get a set of Outline Maps and hang up for use every day. This can be done easily. Let the pupils contribute pictures, and get up an exhibition to procure your maps and charts. If there is no money in the treasury, you can easily raise the amount necessary to secure these things.

John Randolph said of himself: "Time misspent and faculties misemployed, and senses jaded by labor or impaired by excesses, cannot be recalled."

THE first sermon in the new series of "Plymouth Pulpit" is entitled "The Golden Net." The re-issue of this weekly pamphlet is opportune, considering the new departure of Mr. Beecher.

READING SCHOOLS

CHARLETON COLLEGE, Northeast Minnesota. For both sexes. Four courses of study. JAS. W. STRONG, President.

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ILLINOIS STATE NORMAL UNIVERSITY, for the special preparation of teachers. The full course of study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, \$30 per year. High School Department offers the best advantages for preparing for college or for business. Tuition \$30 per year. Grammar School Department furnishes excellent facilities for obtaining a good, practical education. Tuition, \$25 per year. Terms begin Sept. 4, 1882 and Nov. 21, 1882. For particulars address Edwin C. Hewett, President, Normal, Ill. 13-100

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Boarding School for young ladies. Experienced teachers and thorough training in every department. Special attention called to the superior advantages for culture Washington offers young ladies. Terms reasonable. Session begins Sept. 20. For catalogues apply to MISS LIPSCOMB, Principal.

WOMAN'S MEDICAL COLLEGE

OF CHICAGO.

The annual session commences about the first Tuesday in October, and continues 22 weeks. Spring term commences about March 1, and continues 12 weeks.

The requirements for admission, the course of study, and the requirements for graduation fully equal to contiguous colleges.

Prof. Wm. H. Byford, A.M., M.D., Pres't. For information or announcement, address Prof. Sarah Hackett Stevenson, M.D., Sec'y.

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Will open on the 5th day of September next, with the following corps of teachers:

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LOCKED OUT.

A PARENT in Columbia wisely asks why students are "locked out" of the University building there and forced to loaf in the stores?

Don't Dr. Laws own the University and the Curators? Did the latter not say formally that

"WHEREAS, President Laws has not only given his time and talents, but largely of his own private means for the advancement of said institution during his connection therewith; therefore be it

Resolved, That in the opinion of the board, the continued prosperity of the State University demands the continued services of Dr. Laws as its President."

In view of this, what right has "a parent" to propound the following query in one of the local papers?

"MR. EDITOR: Will the President and Faculty please explain why the students are locked out of the library if not there in five minutes after the bell rings, and are thus forced to loaf at the stores between recitation hours? And the waiting room for the girls (which from its very name implies a resort for them when not reciting) is locked on them. A PARENT."

We advise "a parent" to go slow. If Dr. Laws gets "the drop" on some of these people who do not sneeze when he takes snuff, one of these days, when he is chasing the students through the streets with a pistol, we would not want to insure their lives.

He believes in a brute force settlement of all questions, and teaches it to the students.

INTERESTING FIGURES.

DR. HENRY SMITH, in his address to the senior class of Lane Seminary on commencement day, gave this graphic view of the number of working days in a life-time. Figure on it a little, and see if it is true:

"Do you remember the inexorable logic of that remarkable arithmetical speech which Thomas De Quincy made to himself and to some imaginary friend, when standing precisely where you are standing to-day, at the beginning of his work of life?

"My friend, you make very free with your days; pray, how many do you expect to have? What is your rental as regards the total harvest of days which this life is likely to yield? Let us consider."

Then follows his arithmetic, which I give without his language:

Seventy years of life yield 25,550 days. Remember, now, that twenty years have gone before beginning—before having attained any skill or system, or any definite purpose in the distribution of time.

Deduction No. 1, for twenty years before beginning, 7,300; remainder, 18,250 days. Out of this remainder you will have to deduct one-third at a blow for one item, sleep. Deduction No. 2, 6,080 days, leaving remainder No. 2, 12,170 days.

Once more De Quincy says, on account of illness, of recreation, and the serious occupations spread over the surface of life, it will be little enough to deduct another third. In the case of the minister it will be more, rather than less, for, as I understand him, the time occupied in public speaking comes in here—but call it one-third. Deducting No. 3, 4,060 days, leaves remainder No. 3, 8,110 days.

Finally, he says for the single item which the Roman armies grouped under the phrase "corpus carare," attending upon the animal necessities; eating, drinking, washing, bathing, and exercise—deduct the smallest proper amount from the last remainder 8,110 days, and you will have less than 4,000 days in a long life left for the direct development of all that is most august in the nature of man. After that comes the night, when no man can work.

Four thousand days—one solid mass of time, amounting to eleven and a half continuous years. This is the limit of your intellectual and spiritual working life to-day. Does it look small? It is priceless. Its value is incomputable. To what could I compare it? To the sparkling crown jewels of the Tower of London? To the glittering treasures of the Saxon Greek Vault? To the massive jewelry of the walls, even of the Apocalyptic City? They cannot represent its value.

Nothing can so well picture that as the Master's own Parable of the Pound. This is the glorious inheritance which, in the name of the Master, I commit to your hands to-day, with his own great charge, "Occupy till I come."

THE most direct way as well as the most practical way to teach the meanings of words to children is by requiring and giving actual use of the words. Definitions as such, are of real value only by way of suggestion.

The word defined by illustration from things known, and then immediately used as thus defined, becomes a real possession of the child, an actual representative or type of an idea. New words are best so taught, if they cannot be explained by the pupil in his own language, and an actual knowledge of their contents should be seen through new and varied sentences of which these words are essential parts.

RULES FOR IT.

Editors American Journal of Education:

I NOTICED in several late issues of the JOURNAL your suggestions to organize a

READING CLUB.

We have followed your advice, and I send you our "Rules," so that others may do the same thing.

Rules of the Book and Magazine Club of —.

1. Every member, beginning with him whose name is written on the cover hereof, is entitled to read this volume in the order of names given below, and after perusal shall deliver it to the next. The last in order shall deliver it to the Secretary.

2. Wednesdays and Saturdays are the days for delivery, and if any member keep this volume longer than the interval between those days, he shall pay to the Club a fine of five cents for every day's detention of the same.

Names.	Received.	Delivered.
A. H. Bereman
Mattie Henry
Theo. Harris
J. S. Garland
Hattie Lee
W. Glasgow, Jr.
Susan Peck
Clinton Rowell

The Secretary should receive all magazines, etc., from the postoffice, and have charge of the books. Let the first name of the list be written on the first periodical received, the second name on the second, and so continue till each name has been used; with succeeding magazines and books continue through the list of names a second time, and so on. In this way each member will have his share, by turn, of magazines fresh from the press. The remainder of the rules are too plain to need comment.

By this system of circulating literature, which has heretofore been so well and timely presented, each individual may have the benefit of many periodicals for about the cost of a single one. Yours, truly,

A CONSTANT READER.

HOLLY SPRINGS, Miss., Nov. 20, 1882.

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D. W. DOUTHAT, Sec'y.

SEVERAL KINDS OF BOARDS.

Editors American Journal of Education:

PLEASE republish that "essay" of the boy on School Boards, printed in the JOURNAL some time ago, and send me twenty copies, with bill. I want that essay read by a certain school board that I know. H. W. ULLIN, Illinois, Nov. 20, 1882.

We comply with the above request because there might be other places where this "essay" would be read. We rather think the boy had some help from his sister! What do you think about it? It reads as if he *did* have help!

All legitimate attempts at composition writing ought to be encouraged. This is what the "boy" said in his essay on

BOARDS:

"There are several kinds of boards—sign boards, base boards, dash boards, clap boards, side-boards, paste boards and school boards.

I think I will write about school boards, because my sister is a teacher, and I can remember a good many things she has said about them, and that will help me some.

I don't know whether school boards are always made of green lumber or not. I heard my sister say once the board wasn't half baked. Guess she meant it wasn't kiln-dried. May be it warped, and turned over on the wrong side, or may be it shrunk badly, when exposed to the dry question of wages.

School boards are of different shapes, some are square and polished on both sides, some are longer than they are broad, and so thin they bend under slight pressure.

I asked my sister what kind of a board our was, and she said it was a good-looking board, but when put to any use it was full of slivers. There was a young lady staying with my sister the evening I was writing this, and she said she thought some of the board would make good hitching-posts. I asked her if it was because they were such big sticks. She said that wasn't it. Then they both laughed; they thought I didn't know what they meant, but I did, because I saw Mr. Jones take her to church, and he is a member of the board, and she acted as if she thought he would be good to tie to.

The school board is used for the purpose of getting the very cheapest teachers they can find, whether they know anything or not, and to vote down women's wages, and to leave men's as they are. This kind of board is elected by the people, mostly men.

They most always get the closest grained they can find; then when the teachers say they don't get pay enough, the people say it is the board.

The teachers say the people had no right to get such hard wood for their board, and the board say "what are you going to do about it?"

Sometimes there is a weak place in the board, and when thrown against some hard question, it splits and goes all to pieces, then they either get a new one, or stick the old pieces together again with taffy.

My sister says there is too much slang in this, but father says slang is mighty and shall prevail. He knows because he is a man. Men know everything, because they can vote.

Sometime I will write about other kinds of boards, if you have not been too badly bored with this.

CAN YOU DO IT?

LET us hear. Can you spell these words correctly? Try it.

Railery,	Emanate,
Caribbean,	Repellant,
Hemorrhage,	Transcendent,
Collectible,	Resurrection,
Singeing,	Resistible,
Rensselaer,	Salable,
Surcingle,	Incorrigible,
Catterpillar,	Benefited,
Indispensable,	Gauging,
Discernible,	Sadducee,
Chargeable,	Tyrannize,
Ostentatious,	Sibylline,
Onerous,	Daguerreotype,
Deleble,	Idiosyncrasy,
Indelible,	Galilean,
Moneys,	Supersede,
Analyze,	Ecstasy.

THE Malvern (Ark.) Meteor keeps up an interesting educational column. We clip the following from the issue of November 16:

"The surroundings of the pupil must be comfortable and pleasant, both to mind and body, before any satisfactory progress can be made in gaining knowledge, either in primary schools or college halls.

It is very important that the school building and its surroundings should be complete in all their appointments, so as to give comfort to the body and pleasure to the mind, that the pupil may the more regard the school as a delightful and pleasant place.

The walls of the school room should be adorned with mottoes, pictures, portraits, inscriptions relative to useful and pleasant subjects; and the furniture, desks and other necessary apparatus for clearly explaining each study, should never be absent from the school room."

Remember that the absence of a pupil from school to-day makes the loss of lessons to-morrow inevitable, because he does not know what the lessons of to-morrow are to be; nor would he find time to learn them if he did. Hence one absence involves a two-fold loss.

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Why object? The editor of the "organ" of the Curators says: "Week after week the papers of the State have fulminated their bolts of thunder (queer bolts by the way) against the Curators and against President Laws, and the result is the University shows increased prosperity."

Does it? Why object to the press of the State working for the "increased prosperity of the University? The "organ" seems to have more zeal than sense!

CARLYLE'S PHILOSOPHY.

FROM the able and interesting volume of Edwin D. Mead, we print the following extracts:

"In Carlyle's religious views there was never any reaction. * * Carlyle had small sympathy with our present ecclesiasticism, and was very savagely impatient with thoughtful men who compromised with the old creeds."

"That Carlyle took strong sides with Gladstone in the Russo-Turkish war cannot of course be urged as an indication of any liberalism, for he probably saw in Russia only a representative of force, a power able to use the tools and suppress anarchy. Force in a cause absolutely bad, Carlyle never glorified. The man who acts upon a principle one remove from justice may incarnate the historical spirit of a decade or of a millennium: but the world-historical spirit resides only in him who is first of all and altogether faithful to conscience. A man is safe in this universe and invincible, says Carlyle himself, just when he joins himself to the bottom law of the universe, with no thought of consequences."

"We shall best understand Carlyle's general philosophy, its movement and its seeming contradictions, by considering it with reference to the German idealism in which it has its roots. Carlyle is a sort of epitome of the German mind, and almost all the clashing elements of German thought from Kant to Schopenhauer and Hartmann, find some sort of representation in him."

"With the philosophy of England in general and in particular with that mechanism, whether of English and French materialism, or Scotch dogmatism, which he was born into, Carlyle's mind had nothing in common."

"In his general mental constitution, Carlyle was far more like Fichte than any other of the German philosophers—like him in his almost complete absorption in the ethical, and his interest in the speculative only for its ethical bearings; like him in the predominance in him of the prophet and the preacher; like him in his

arbitrary and uncompromising character; like him in his absolute confidence in justice and the omnipotence of the ideal, along with thorough discontent with the actual state of things about him."

"The very climax of Carlyle's condemnation of the age is reached in the assertion that 'Free-will so far as may be, has abdicated and withdrawn into the dark, and a spectral nightmare of a Necessity usurps its throne'—which is a stroke at the very principle of pessimism."

This occurs to me to be the truth about Carlyle: Hopeful by original temperament, and a true optimist in philosophy, his high ideals, and his disordered body induce too gloomy impressions of the badness of the present, which impressions become still more exaggerated by his giving full rein to his tremendous power of painting the bad, till suddenly his philosophy steps in and violently checks the process."

"What saved Rousseau, and made him the great inspirer of Kant and the Germans, was his clear consciousness of freedom and of the infinite worth of the individual; and it is the immediate consciousness of freedom by which Carlyle is always kept from any fatalistic or pessimistic philosophy. His ethics is through and through transcendental; the moral imperative is categorical and as immediate as sense perception. Utilitarian ethics is, if possible, a more permanent object of his hostility than even an empirical psychology."

Carlyle is a Calvinist. There are few that be saved according to his gospel. This, it might be urged, ought to make a pessimist of him. Upon this matter of Calvinism in connection with Carlyle, very much might be said. The conflict which appears in him might perhaps be most precisely defined as the conflict between Calvinism and Lessingism, or the modern German idea. It was a Titan's effort to grasp at once a monistic philosophy, which sees all opposition as essentially only a means to the realization and manifestation of the one positive purpose of the universe, having of itself no existence, and a dualism to which light and darkness, good and evil, are alike absolute and final quantities. This dualism Carlyle inherited from a long line of the old Covenanting stock, and it was too thoroughly inwrought into his nature and too consistent with his temperament to yield to ten times as much Germanism as inspired "Natural Supernaturalism."

"With the philosophy of England in general and in particular with that mechanism, whether of English and French materialism, or Scotch dogmatism, which he was born into, Carlyle's mind had nothing in common."

"In his general mental constitution, Carlyle was far more like Fichte than any other of the German philosophers—like him in his almost complete absorption in the ethical, and his interest in the speculative only for its ethical bearings; like him in the predominance in him of the prophet and the preacher; like him in his

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Recent Literature.

EDWIN D. MEAD'S "The Philosophy of Carlyle."

For a year past the reading public have been scrutinizing with critical and unholy eyes the private and literary life of one of the great masters of our age, Thomas Carlyle. And just as the naturalist turns from his study of some unpleasant and disgusting worm, to the bright and gauzy butterfly, so does the public turn from the rasping and unpleasing sentences of Froude's last work on Carlyle, to any book which will bring forward the many-sided splendor of this great man, whom the world has loved and admired for the past fifty years.

In literature as in every phase and sphere of art, the ugly is simply ephemeral, for in the representation of the ugly, art does not realize itself, but finds itself shrivelling day by day. We wish to study greatness, that by its absorption we may become great—we wish to study truth, that we may the better learn to be true—we wish to gaze into the noonday sun, that its rays may bring forth in us the warmth and the life and the color which we have not hitherto manifested.

Such books as Froude's "Carlyle" simply kill themselves by their own uselessness. We want the beautiful and the true constantly mirrored before us.

There is a book which was published a year ago by Houghton, Mifflin & Co., and which is still growing in interest and circulation, entitled "The Philosophy of Carlyle." Its author is Edwin D. Mead, of Boston, a gentleman who, before the publication of this book, had become well known by his "Faith and Freedom; by Stafford Brooke," as well as by his numerous essays on similar topics, and his lectures on German Philosophy, which were delivered winter before last in Boston.

It was with the greatest satisfaction that I read this clear and concise resume of Carlyle's philosophical mind and labor. How any book could treat this immense and difficult subject more dexterously, I could not well imagine; for if there be a phase of Carlyle's mind and labors more prominent than others, it is his philosophy. Carlyle was a man who lived long enough to realize the full scope of human experiences: A pupil of the inimitable Goethe, an intimate friend of our own Emerson: a close and critical student with such men as John Stuart Mill, and endowed naturally with a free unbiassed and matchless mind, he had every capacity for weighing in the balance of his keen and just criticism every part of human life and of human experience.

After reading these later attempts to vilify the private life of this great man, and to depreciate his power and influence, it is a pleasure to take up again this volume of Mr. Mead's, and see again the pleasing and majestic, the great and inimitable, the power and the influence which have so shaped the thought of the present generation, and which shall have a large share in the fashioning of the years to come. It is because this book has been so much to myself and because I wish to call the attention of Carlyle's admirers, who have been so sated with the unpleasant reminiscences of the past few months, to this work, that I thus write concerning it. It has already achieved a high and permanent place among the many commentaries upon our great English master, and sustains the well-earned and enviable reputation of its author.

After writing at considerable length of attempts by various critics to prove that Carlyle was insincere—"that the laugh was the deep thing, and the written book the superficial thing with Carlyle," Mr. Mead proceeds to discourse upon the quality and temper of Carlyle's mind, his views of the great ethical and philosophical questions of his time,—his relations to the church and State, and his contemporaries in the world of thought,—and his philosophy as it is in itself, as it is

sometimes considered by others, and as it had affected, and will continue to affect the years to come. I am aware of no better way of showing this book, just as it is, than by quoting a few of the many profound and brilliant sentences of the author. A considerable portion of the book is occupied by quotations from Carlyle himself, and from eminent critics to illustrate the views of the author; but I shall confine myself simply to Mr. Mead's own words, as space does not permit of quoting the others.

In comparing Carlyle's "Past and Present" and "Latter Resentment," the author says: "Those who find this radical change in Carlyle, a new cynicism and pessimism, have two reasons for it—a bad stomach, and a certain unconscious insincerity, begotten of a tyrannical and overmastering humor, and too great indulgence of the tongue and pen—"Intoxication," as Beaconsfield would phrase it, "by the exuberance of his own verbosity."

"We thus come directly to what has been more talked about, perhaps, than anything else in Carlyle's philosophy—the question of his

PESSIMISM.

What is pessimism?

According to the sidewalk and the local editor of the newspaper, the feeling of the unsatisfied man,—and the optimist is the man without debts and corns and cares, who has dined at Parker's on goose and onions. This may do for the sidewalk and the horse-car, but it will not do when we are talking philosophy. Of pessimism by and by.

Here be it said simply, that the pessimist is not the fault-finder, and that all the newspaper and pulpit talk about Carlyle's pessimism, based merely upon the fact that he was a harsh critic of the time, a grumbler if you please, was confusing and ignorant.

The prophet Elijah, to use a pulpit example, was not a pessimist; nor Jesus, nor St. Paul, nor Fichte, nor Rousseau, nor Mazzini, nor Garrison. The world's greatest reformers have always been the world's sharpest critics, and they have almost always been optimists—men, that is, who have believed that the ultimate law of the universe is a law which acts for the ultimate highest good of man; believed in absolute justice and rejected every seventy years philosophy; believed in immortality and God."

These are but few of the delightful, searching and interesting sentences that flow from Mr. Mead's pen. But the book itself is a compendium of the brilliant philosophy of the dead master, and yet a book so concise that one can almost read it at one sitting.

The history of philosophy and philosophers will be glad to welcome this book as a permanent addition to what has been written on this subject. The name of the author gives it an influence and a permanence. It is my pleasure to know him personally, and I feel confident that he has few equals in his special domain of thought. May we soon have another book as delightful as this.

LYMAN WHITNEY ALLEN.

THE "North American Review" for December commands attention no less by the eminence of its contributors than by the value and timeliness of its table of contents. First, there is a symposium on the "Health of American Women," regarded from three distinct points of view: Dr. Dio Lewis considers the question as it is affected by the prevailing style of feminine attire, especially by the practice of tight lacing; Mrs. Elizabeth Cady Stanton points out the many injurious influences of social environment; and Dr. Chadwick sets forth the effects of education, climate and food, and finally discusses the question whether the modification produced in the European human type by transfer to America lessens the fertility of women.

Gov. Sherman of Iowa writes of the Constitutional Prohibition of the liquor traffic in that State, and maintains that the measure is in entire accord with the traditions of the original settlers, and approved by men of all political parties and all nationalities.

Gen. Grant, in an article entitled "An Undeserved Stigma," states the facts of Gen. Fitz John Porter's case, and argues that the sentence of the court martial that cashiered him was based on a misconception of the essential circumstances.

Proctor writes of the Influence of Food on Civilization, discussing with much learning and force some of the most interesting sociological problems of the present day and of the near future.

Prof. Fisher of Yale College, in defining the causes of the Decline of Clerical Authority, holds that this decline, which affects the status of church and minister only as a part of the secular State, is by no means to be regretted, and that the spiritual influence of the church and its ministry is to-day greater than of old.

There is a symposium upon the conditions of Success on the Stage, the contributors being John McCullough, Joseph Jefferson, Modjeska, Lawrence Barrett, Maggie Mitchell and William Warren.

GEOLOGICAL SKETCHES. By Archie Geikie. Price 15c. J. Fitzgerald & Co., N. Y.

This work forms No. 38 of the Humboldt Library of Popular Science Literature, and is one of the most instructive volumes in that valuable series. Its author is Director General of the Government Survey of Great Britain, and the essays here published contain the result of his vacation rambles in both hemispheres, from the Rocky mountains to the Rhine. It is a practical demonstration of how scientific literary tact can invest the dry facts of natural science with the highest degree of interest.

THE December "Atlantic" contains the first installment of the outline of an English romance found among the manuscripts of Nathaniel Hawthorne. It is entitled the Ancestral Footstep, and, though incomplete, it is exceedingly characteristic of Hawthorne, and cannot fail to be read with very deep interest. The story is prefaced with an introduction by Hawthorne's son in law, George P. Lathrop.

The announcement that Dr. Holmes has renounced his Professorship in Harvard University comes simultaneously with the announcement that he will, during 1883, write frequently and exclusively for the Atlantic. Those who know the wonderful charm of his Breakfast Table and other papers, will heartily welcome the promise of many more good things from his incomparable pen.

The Life of Ole Bull, which is just ready, will contain, in addition to a new steel portrait, a pencil drawing of Mr. Bull, at the time of his first visit to this country, by Mr. Darley.

Professor Lounsbury's J. Fenimore Cooper—the fifth volume in the excellent series "American Men of Letters," edited by Chas. Dudley Warner, is just ready. It is the first adequate account of Cooper's life, and is one of the best volumes in this noteworthy series. Mr. Watterson's Oddities in Southern Life and Character presents in attractive form so many of the most notable products of Southern humor that it cannot fail of eager readers. Several original illustrations add to its interest.

THE ELOCUTIONIST.—A late number of this magazine has been received at this office. It is a neat 64 page publication, devoted to elocutionary art, voice culture, choice original selections for reading, recitation and dramatic scenes, and is invaluable to the amateur or professional reader. It is edited by Prof. H. M. Dickson, a prominent professional elocutionist of Chicago. The "Elocutionist" is published at 60 cents per year, by the Elocutionist Publishing Co., 70 Monroe street, Chicago. A list of contents will be sent free to any address.

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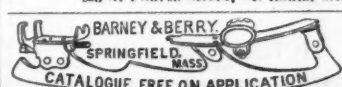
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It seems as if our good friend, Col. Hutton of the Mexico Intelligencer would never forgive us for disturbing the quiet nap he was taking during the delivery of the infamously false diatribe of Dr. Laws before the Editorial Association of Missouri at its last meeting.

The Summer has come and gone, Autumn and Thanksgiving have passed, and still our friend is not happy. He may be glad to learn the month of November, 1882 was the most prosperous thirty days we have had in the sixteen years of our experience. The new subscribers added, to say nothing of renewals, who paid a year in advance, as our books will show, amounted to over one thousand—and still there is room.

Will Col. Hutton please look over the table of illiteracy, and start a new journal of education early? We hope so. That might not sweeten him up, though, after all.

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[From the Boston Globe.]



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Arrive Odin.....	7.10 p. m.	5.45 a. m.
Arrive Centralia.....	7.35 p. m.	6.10 a. m.
Leave Centralia.....	10.05 p. m.	6.15 a. m.
Arrive Cairo.....	4.45 a. m.	10.50 a. m.
Arrive Martin.....	7.40 a. m.	1.25 p. m.
Leave Martin.....	10.40 a. m.	10.15 p. m.
Arrive Nashville.....	7.30 p. m.	10.00 a. m.
Arrive Milan.....	9.10 a. m.	2.45 p. m.
Leave Milan.....	12.55 p. m.	3.30 a. m.
Arrive Memphis.....	4.15 p. m.	8.15 a. m.
Arrive Jackson, Ten.....	10.40 a. m.	4.00 p. m.
Leave Jackson, Ten.....	10.45 a. m.
Arrive Mobile, Ala.....	1.50 a. m.	6.00 p. m.
Arrive Gr. Junction.....	12.45 p. m.	6.22 p. m.
Leave Gr. Junction.....	6.22 p. m.	8.20 p. m.
Arrive Memphis.....	8.30 p. m.	3.21 a. m.
Arrive Jackson, Miss.....	10.45 p. m.	5.40 a. m.
Leave Jackson, Miss.....	4.40 a. m.	8.00 a. m.
Arrive Vicksburg.....	8.00 a. m.
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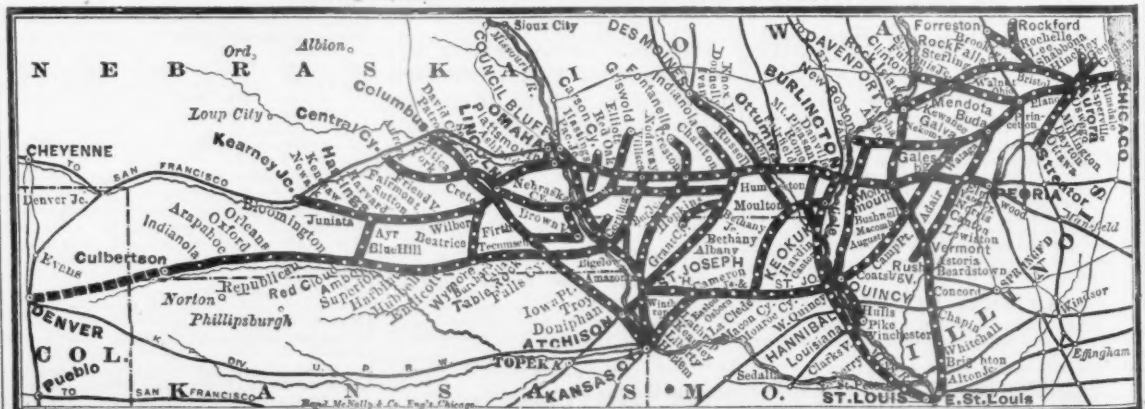
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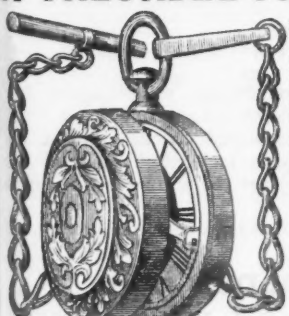
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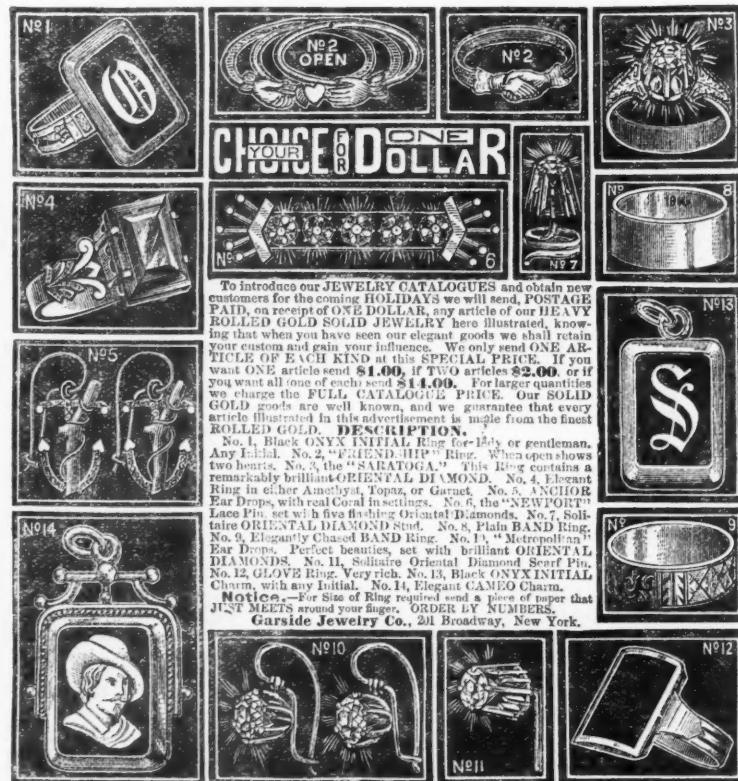
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Mr. D'Amour, Chairman, submitted the following report. The undersigned, your Committee on Course of Study, would recommend the following action for your consideration and approval:

1. That Stickney's Language Series which have been in EXPERIMENTAL use during the past year be adopted for GENERAL use in all the schools, under the direction of the Superintendent.

Respectfully submitted,
SIGNED, OTTO D'AMOUR,
G. H. BARTH,
H. HICKMAN,
JOHN W. O'CONNEL,
JOHN W. PARLE,
ISIDOR BUSH,
CHAS. SCUDDER.

Action of St. Louis Course of Study Committee.

Nov. 14, 1882.

Mr. D'Amour, Chairman of the Course of Study Committee, called up and moved the adoption of the first section of the report of that Committee recommending the adoption of Stickney's Language Series presented at the meeting on October 10th, and then laid over: printed on page 406, Vol. IV., printed proceedings. The motion was CARRIED BY A UNANIMOUS VOTE OF ALL THE MEMBERS.

Present, Messrs. Barth, Bodemann, Bornmueller, Bosley, Bouton, Bush, Dailey, D'Amour, Foerstel, Gerber, Goerlich, Harrington, Hickman, Hill, Holland, Hummel, Keating, Koenig, McGarry, O'Connell, Parle, Plate, Schubert, Schwaner, Scudder, Ude, and President—27.

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E. H. Long, Esq. Rock Spring, Sept. 27th, 1882.
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Respectfully Yours W. C. DYER,
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Respectfully S. H. BLEWETT,
Prin. Stoddard School.

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